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This is a preliminary progress report of a pilot program training paraprofessionals, or semi- or untrained persons, as guidance assistants in the elementary schools in Deerfield, Illinois. Primary responsibility for training these assistants fell to the school psychologist, social worker, and counselors. Trainees were characterized by having a bachelor's degree and possessing certain traits: (1) persistence, (2) tolerance for ambiguity, (3) willingness to take risks, and (4) sufficient ego strength. Training centered on (1) the school system, (2) guidance services, (3) local agencies, (4) tests and measurements, and (5) child development. The role of the guidance assistants in the school was a question of much concern to school personnel and assistants alike. They were involved in (1) testing, (2) observation and data gathering, (3) serving as resource persons, and (4) working directly with children. Results of the initial program were mixed, and recommendations are made for improvements. (BP)

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RESULTS OF PILOT ACTIVITIES

IN THE

GUIDANCE ASSISTANT PROJECT

Narrative Report from: APPLICATION FOR CONTINUATION GRANT FOR BUDGET PERIOD 7/1/68 - 6/30/69

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INTRODUCTION

This report is written to comply with the instructions included in the Notification of Grant Award stating that a "report of progress" should be submitted to ARGO by March 31, 1968. The contents of this progress report will describe the efforts and results that have occurred in the nine months of involvement in planning and pilot project activities. The reader ought to understand that the descriptions offered are not complete. A supplementary evaluation report will include an objective assessment of the project objectives and will be completed by July, 1968.

This report intends to show cause for the continuation of this project. The planning phase has indicated that there is a need to expand and extend the original proposal to capitalize fully on the results of the pilot activities completed to date.

As a point of clarification, this report identifies the trainees involved in the program as "guidance assistants". In the original proposal, the term "para-professional" was used extensively. The change was made for the following reasons: 1) to enhance and encourage the development of guidance services in the elementary schools; 2) to differentiate the areas of responsibility and function from the more demanding activities of counseling and diagnosis; and 3) to provide an avenue to certification and full professional status.

The narrative report is quite inclusive and is written in a manner that might serve as a guideline to other institutions considering projects of a similar nature. One desirable outcome of this project would be to arouse interest in public education to the possibility of initiating local training opportunities to cope with existing problems or personnel shortages. The results included herein are illustrative of one such attempt.

RESULTS OF PILOT PROJECT ACTIVITIES

A. SELECTION OF STAFF:

In spite of the delay in initiating the project, all staff positions were filled by the beginning of school. It was not necessary to compromise on quality in staff selection. Each position was filled with fully certified and highly competent personnel. Qualifications were well within the specifications detailed in the original proposal.

An innovative and non-traditional project has the potential to attract dynamic, creative, flexible, and competent personnel, and will dissuade less competent personnel from becoming involved. From the start the staff of this project demonstrated the positive characteristics essential in the development of an effective team.

It would seem a difficult task for several new members to accept a part of the training responsibility immediately upon joining the staff. The project staff became involved, and accepted their instruction with enthusiasm. During the pre-school training period, the afternoons were used for planning and preparing for instruction or discussion with the trainees. The school psychologist began a unit on child development and the counselors prepared for instruction in tests and measurements. There were many occasions for open discussions resulting from the readings assigned from the journals.

Once school got underway the primary responsibility for training was accepted by the school psychologist and the school social worker. The counselors became active in a supervisory role within the schools and did much in offering advice and sharing techniques, once guidance assistants became involved.

Many staff meetings were conducted in attempting to cope with the sequence and appropriateness of training and supervisory experiences

for the trainees. The major obstacle initially was defining the different specialties and the coordination of the pupil personnel services. (Included in APPENDIX A.) Once this was completed, it was possible to delimit appropriate activities for the guidance assistants. With the help of consultants, through writing and re-writing different position papers, and from the experiences of working together toward a common goal, the job and scope of the guidance assistant role was evolved.

It is essential to stress the cooperative efforts of the entire project staff in the development of the project. The original proposal was developed without the valuable perspectives of others, and without the perspective of past tradition or experience. Consequently, as the task of working with guidance assistants became a team effort, certain developments took place that had not been completely covered in the initial proposal. However, this would seem to be well within the spirit of an innovative and experimental project, and in keeping with the philosophy of Title III, planning and pilot project activities.

B. SELECTION OF GUIDANCE ASSISTANTS:

Advertisement in the local press was the media utilized to create project awareness and the need for trainees to become involved in the project. Two weekly newspapers carried a half page announcement during the week of June 21. The newspaper coverage was limited to the immediate communities surrounding the project site. This was the only method used for solicitation purposes, although the local radio station did offer some coverage for the project, and a brief article appeared in the Chicago Tribune.

From the limited publicity set forth, there were thirty-seven persons requesting application packets, and an additional twenty-two requests for information. Of the additional queries, most callers were not able to fulfill the specified selection criteria because they: 1) lacked a B.A. Degree, 2) lived outside the geographic limits, or 3) had young children at

home.

Of the thirty-seven requesting formal application blanks, only eighteen were able to complete all procedures prior to the deadline date. It was from this sample that the final twelve applicants were selected.

The most significant selection criteria influencing final acceptance of trainees was the twenty minute personal interview before a multi-discipline committee, (i.e. School Psychologist, Project Director, Mental Health Clinic Administrator, Guidance Director, and Principal). The interviewing procedure was accomplished in two days. All data were considered, and the final selection was based on the subjective evaluation of this committee in eliminating those six applicants who appeared to be the weakest. (Materials used in this procedure are included in APPENDIX B.)

The procedure developed (i.e. 1) application requirements, 2) getting college transcripts, 3) testing, 4) personal interview) was helpful and discriminating basically because those who completed the process demonstrated the desirable qualities of enthusiasm and tenacity. The procedure itself actually led to self-selectivity and indicated those applicants most committed to the idea of assisting the counselor in school, and those willing to take the risk necessary to be involved in an inventive and innovative project.

The other discriminating variable was that of availability. Publicity was limited, information was sketchy, and the future was unpromising in relation to the realistic aspects of the project at the time of selection. Therefore, those seeking training might have been captivated by the challenge, but, more basically, were simply available. It would seem that this is supportive of the need that was outlined in the initial proposal (Chapter V, Emphasis p.39-40), indicating that there are personnel outside the field of education who are both willing and eager to gain re-entry into a career of service.

Testing will only make a contribution in light of the need for base-line data on which to make future selections. The data obtained were not

especially helpful nor discriminating for selection purposes. (It will be necessary to administer post-tests to see if changes were significant.) However, the test data did indicate that the group finally selected were quite homogeneous in relation to 1) preference for the work of the social services field (STRONG VOCATIONAL INTEREST INVENTORY), 2) had the capability to do graduate work (CONCEPT MASTERY TEST), 3) had relatively positive self-concept (TENNESSEE SELF CONCEPT SCALE), 4) evidenced no irregular personality patterns (EDWARDS PERSONAL PREFERENCE INVENTORY), and 5) had compatible value patterns (ALPORT-VERNON SCALE OF VALUES). Post-testing will be helpful in determining what specific, if any, patterns or profiles were characteristic of those who were most successful.

In summary, selection was as much a process of elimination as it was of selection, due to the small sample of applicants. The procedures initiated were used in case there was the need for discrimination. However, it appears that an inventive and innovative project will attract a group which could be classified as possessing: 1) persistence, 2) tolerance for ambiguity, 3) a willingness to take a risk, and 4) sufficient ego-strength to survive.

C. OPERATIONAL STRUCTURE:

All guidance assistants began orientation on August 7, in the Deerfield Grammar School where a classroom was remodeled for their use. Each was provided a desk, and additional space was allotted for books and literature. This has served as a base of operations for guidance assistants and has been used for both graduate courses and instruction offered by the project staff.

The project office, also in Deerfield Grammar School, has space for 1) the Director, 2) School Psychologist, 3) School Social Worker, 4) Staff Conference room, and 5) facilities for two secretaries. Guidance assistants and counselors have space in each of the schools in which they operate.

As the year progressed a definite routine was established each week which included time for graduate courses, work in the schools, in-service

instruction, special programs and visitations, and time for administrative needs. The summary chart depicts a typical week's activities. It is within this structure that the program has developed. The facilities have proven to be adequate and functional.

WEEKLY SCHEDULE

	A.M. 9:00 - 12:00	P.M. 1:00 - 3:00
Monday	Dr. Dinkmeyer's Course	Open time for Guidance Assistants to pursue course assignments
Tuesday	In Project Schools	In-service instruction
Wednesday	Special programs or Director's time with Guidance Assistants	Work on special projects or individual assignments
Thursday	In Project Schools	In-service instruction
Friday	In Project Schools	Open time for catch-up work, preparation of weekly summaries

D. PRE-SCHOOL ORIENTATION:

The first major activity of the program was the three week orientation period prior to the opening of school. The project director and the guidance assistants spent from 9:00 to 12:00 A.M. together during the first week, met various school personnel, and covered the following areas:

1. Local school district development, history, growth and philosophy.
2. Visitation to the local referral agencies and discussion of available services.
3. Development of special services and awareness of different service functions.
4. Basic overview of curriculum and school procedures.

During the next two weeks the other members of the project staff were available and became involved in discussion with the guidance assistants in the

mornings. During the afternoon the project staff spent time in preparation for the remaining aspects covered before school convened:

1. Tests and Measurement - Use of S.R.A. materials, Womer, F., Testing and Measurement Extension Service, actual test, administration, and lecture material presented by counselors.
2. Child Development - Dinkmeyer, D., Child Development, The Emerging Self, lecture materials prepared by school psychologist, and reprinted articles from professional literature.
3. Elementary School Guidance Readings - Use of Elementary School Counseling and Guidance Journal, Vol. I, and seminar discussions of various articles.

On the basis of the experiences of the orientation period, the following implications became evident:

1. An orientation period is vital, but should not begin so much in advance of the opening of school. Limited orientation should be no more than involvement during the regularly scheduled Pre-School Workshop. At this time, all new members of the faculty meet one day prior to meeting the veteran teachers. There are many times during that week when the guidance assistants and project staff could meet together and start the training procedure.
2. Guidance assistants should not become involved in the schools for the first three weeks. This is recommended due to the adjustments that teachers and students have to make during this period. Guidance assistants can be more effective after the classroom routine is relatively stabilized.
3. Initial strategy for training should be casual and relaxed in a "seminar style". This can best be handled by offering some structure and tasks (i.e. readings) so that the trainees and the project staff can informally interact. It is a process of involving them in discussion as participants initially, rather than their being purely recipients in a traditional lecture, information-giving procedure.

4. As much information as possible should be given regarding background, procedure, and expectations. The trainees enter with enthusiasm, but with some anxiety regarding the kinds of time and effort limits which are to be established. They desire information about how others will view them. They are concerned about how they will fit into the operational procedures of the school. Considerable effort by the project staff should be directed toward reinforcing and supporting their importance and useability. They need to become well acquainted with the staff and with each other before involvement in school operations.

E. INVOLVEMENT IN THE SCHOOLS:

The newness of the project, the lack of general understanding regarding the role of the guidance assistant, and the insecurities of the trainees and staff offered several complications in becoming involved in the schools. There was a reluctance to have guidance assistants in the schools without specific assignments. All personnel were defensive about the differences between training and service. The project staff had difficulty in permitting guidance assistants independence and freedom even after training was completed.

The guidance assistants became quite open in their comments and reactions to the process and were able to verbalize their dissatisfaction.

1. They resented the term "para-professional" since they all considered themselves to be "professionals".
2. They resented the manner in which they were segregated from the faculty.
3. They resented the lack of trust demonstrated by the project staff in not allowing them more flexibility in their program.
4. They resented the activities of scoring tests, etc. which tended to equate them with "teacher-aids".

These expressions of dissatisfaction were accepted by the project staff and certain modifications were made. It became evident that the guidance assistants were competent, sensitive, and mature adults, deserving of trust and

confidence. The activities in which they had been involved were not capitalizing on these abilities. After these discussions, efforts were made to offer activities which were more personally rewarding. Such complaints disappeared upon completion of the test scoring activities.

F. ACTIVITIES ATTEMPTED AND TRAINING PROCEDURES:

1. Guidance assistants' involvement in the testing program.

The first activity in which the guidance assistants became involved was in the standardized testing program in the school district. Their involvement consisted of assisting the counselors in the distribution of materials, proctoring during test administration when classroom teachers requested the service, collecting the materials after the tests were given in the classroom, assisting the project staff in processing answer sheets that were to be hand scored, scoring the tests that were administered in grades two, three, and four, and returning test results to teachers.

Training for this activity consisted of a general exposure to the vocabulary of testing, a basic understanding of measurement terms and concepts, familiarization with the principles of standardized testing, awareness of the kinds of difficulties that could occur during test administration, and a general interpretation of test results. With this training it was felt that guidance assistants had a greater background in the understanding of a testing program than many of the teachers who were administering the tests in the classroom.

The technique used to gain this understanding was having the guidance assistants take the Advanced Battery of the same tests that were administered to the students. After having taken the tests themselves they scored their own answer sheets, plotted their scores in a frequency distribution, and made some interpretations related to their strengths and weaknesses. As a result they were familiar with the kinds of problems that

children might have in taking these tests, they understood the manual and the process for standardization, and they were cognizant of the kinds of interpretations that might be made on the basis of test results.

Staff evaluation after involving guidance assistants in the testing program brought out the following recommendations:

a. The assistance provided to the counselor in the distribution and collection of test materials was helpful and useful.

b. The use of guidance assistants in proctoring was very useful in the lower grades. Assistance was less necessary in grades five and six. However, in grades seven and eight, where the students were gathered in a large group, guidance assistants released teachers from the proctoring responsibility and thereby provided an excellent service.

In an attempt to evaluate proctoring from the teacher's viewpoint, a brief questionnaire was given to the teachers who used proctors. The result of the questionnaire indicated that about half of the proctors participated actively in test administration activities under the direction of their respective teachers. The activities which seemed the most helpful to teachers were: 1) circulating through the room to make sure that students were complying with test directions and 2) assisting students with questions. Seventy-five percent of the teachers felt that the service was helpful and twenty-five percent felt indifferent to the use of proctors. Seventy-five percent of the teachers indicated that they would continue the service next year and more than half of the teachers had suggestions or comments as to how this service may be more useful next year.

Including the Junior High, the total number of hours of proctoring service per school is as follows: Deerfield Grammar

School - 23, Kipling - 21, Maplewood - 25, Shepard Elementary - 19, Walden - 18, Shepard Junior High - 97. This service in terms of hours spent indicates 106 hours of additional service and 97 hours of service allowing released time for teachers who have previously been involved in this activity at the Junior High.

c. Guidance assistants should NOT be used in scoring results of standardized tests. The basic reason for this is the tremendous effort in relation to time. This task was undertaken at the request of the school administration. It took over three weeks of steady and consistent work in this area to finally score and record the results of the second, third, and fourth grade tests. Had the teachers each done their own class it would have been far more expedient and the results could have been available much sooner.

d. Make-up testing turned out to be the most legitimate use of the guidance assistant's time and effort. The difficulty prior to using guidance assistants was that students who missed the general class administration of the test were often haphazardly picked up and unfavorable testing conditions existed while they tried to complete the parts of the test they missed. The obvious violation of standardized procedures made the results questionable. With the use of guidance assistants and the quiet of the guidance office, make-up testing was handled efficiently and the results could be considered to be comparable with those of the children in a regular class. Seventy-eight children were involved in this activity which required a total of 63 hours.

e. Interpretation of test results is an area that should be worked on more closely in the future. It would be an activity leading to an in-service program for teachers to assist them in better understanding the meaning of test results. The guidance assistant could help

in the preparation and administration of a program like this.

2. Guidance assistants' involvement in observation and data gathering.

After a basic orientation during the pre-school period, guidance assistants began an examination of child development. This was followed by their taking the graduate course with Dr. Dinkmeyer using the same texts that had been started earlier in the year. Both the school psychologist and Dr. Dinkmeyer assisted and gave the necessary background to the guidance assistants to understand individual differences. The application of this training took the form of assistance to the pupil personnel team in gathering data about children who were referred by their classroom teacher. The guidance assistants spent considerable time observing the children in the classroom. The first phase of this had to do with familiarization with classroom procedures and gaining acceptance in the classroom to the point that they could move in and out freely without causing a considerable amount of distraction. A form was devised to gather data about child behavior. (This is included in APPENDIX C.)

Video-tapes were utilized in the training conducted by the school psychologist. Classroom behavior was recorded and the camera focused on specific children. The trainees would view the tapes and make judgments using the Behavioral Observations Form. At the conclusion of the tape, there would be general discussion of the behavior and the psychologist would make comments. Once sufficient understanding was gained by the trainees they were assigned specific children to observe in the actual classroom.

As an exercise in the graduate course, Dr. Dinkmeyer asked the guidance assistants to prepare a case study according to the specifications he outlined. This exercise consisted of interviewing the teacher, having an interview with the individual child, summarizing the cumulative folder in reference to background data on the child, health information, test

results, and anecdotal comments on development in previous school years. The guidance assistants would pick various times of the day to observe the child under study and would make anecdotal reports as a part of the child study. The final result was an extensive case study to be used by teacher, guidance staff, psychologist, or others who would be interested in the child. The guidance assistants were asked to make some comments related to specific recommendations for each child as seen at this point in their development.

The follow-up on this training has been one of more closely defining a child study to the point of synthesizing more accurately the data that are contained within cumulative folders. The time involved in a thorough case study is more than can be justified as necessary on a great many children. Therefore, the project staff modified the child study pattern, developed new forms, and asked the guidance assistants to study briefly the children who were being referred. (Examples of this are also included in APPENDIX C.)

The feeling of the project staff is that this is the most vital area in which guidance assistants can be involved, when working with members of the pupil personnel team. The results of the teacher committee report indicate that teachers also see this as the most valuable assistance that can be offered. The counselor educators who have visited the project and other school officials concerned about the development of guidance assistants feel that this is the "safest" area in which guidance assistants can be involved. It is obviously related to the improvement of overall services to children.

3. Guidance assistants' involvement in the "learning assistance program".

This guidance assistant activity was initiated at the request of the primary teachers in one school building. The guidance assistants were assigned to work with children in the three project schools who were

seen by their teachers as having learning difficulties in reading. This activity was undertaken with the realization that this might not be part of the role of the guidance assistant. Consequently, no pre or post testing was done. The guidance assistants were given brief training in some of the characteristics of children with learning disabilities and/or developmental lags. They also explored some of the play and instructional materials used in reading readiness. They were further instructed to use whatever materials the classroom teacher deemed advisable. The chart below shows how assistance was given.

Number of Children and How They Received Service

Guidance Assistant	Number of Children Served	Type of Attention			Amount of Time (hours)	Materials Used
		Group	Ind.	Combined		
Arlene	1		1		17	Readiness
Carol	2	2			15½	Readiness
Judy	1		1		5½	Readiness
Marcie	4		4		25	Instruc.
Jan	6	1	4	1	40	Instruc.
Reta	4		4		20	Instruc.
Ruth	1		1		5	Combined
Mary	2	2			8	Readiness
Marilyn	2	2			8	Readiness
Totals	23	7	15	1	144	

A total of 23 children (15 in one building) were given a total of 144 hours of attention. The children were seen on an average of three times weekly. Seven children were seen in groups, fifteen for individual help, and one in a group and individually. The guidance assistants used teacher-designated instructional materials with fourteen children. These were used in the classroom and they consisted of practice and drill materials previously used in classroom instruction. Readiness materials consisting of games and prepared readiness materials were used for seven children. For the remaining two children, a combination of teacher-designated and special materials were used.

Opinions as to Student's Response:

Comparison of Teacher and Guidance Assistant Opinions on Student Responses to Activity

	Motivation		Participation		Improvement	
	Yes	No	Yes	No	Yes	No
Teachers	18	5	12	9	11	12
Guidance Assistants	22	1	23	0	20	2

A comparison of teacher and guidance assistants' perceptions of the student's participation and improvement indicates that some differences existed. The teachers' perception of the students' ability to participate and to improve as a result of the program were less favorable than the guidance assistants'. In respect to motivation on the part of the individual students, the teachers and guidance assistants were more in agreement. One might draw the inference here that the students were motivated to learn but were unable to participate well or improve on the basis of competence with materials and poor use of classroom instructions. The guidance assistants' impression of this (taken from the questionnaires and not included in the tables) is that twenty did well and three did not.

The Activity As a Part of the Guidance Assistants' Role:

	Has Value As A Learning Experience		Helped in Increased Awareness of Variations in Learning Problems		Better Understanding of Individual Child's Learning Style		Appropriateness of Activity		
	Yes	No	Yes	No	Yes	No	Yes	No	Undecided
Arlene		1		1		1	1		
Carol	2		2		2		2		
Judy	1			1	1		1		
Marcie	4		2	2	4			3	1
Jan	6		1	5	6			6	
Reta	4			4	3	1		4	
Ruth	1		1		1			1	
Mary	2		2		2			2	
Marilyn	2			2	2			1	1
Totals	22	1	8	15	21	2	4	17	2

A TABLE SHOWING GUIDANCE ASSISTANTS' OPINIONS AS TO THE LEARNING VALUE OF THE EXPERIENCE AND THE APPROPRIATENESS OF THE ACTIVITY IN THE GUIDANCE PROGRAM BY INDIVIDUAL PARTICIPANT.

Looking at the activity from the learning aspects for the guidance assistants; it appears that all but one found it valuable. It provided them with a better understanding of individual learning styles. For the most part it did not help them in their awareness of the variations of learning problems. The inference might be drawn that first grade reading difficulties are not particularly definitive nor was the training geared in any way to make the guidance assistant a learning-disabilities teacher.

As to the appropriateness of the activity to the guidance function, two-thirds of the participants felt it was not appropriate for two-thirds of the children. It would seem interesting to point out that for thirteen of the children served, where teacher-designated materials were utilized, three of the assistants were negative in regard to appropriateness. For four of the children served by three other assistants, using for one child a combination of materials and three children, their own readiness materials, the opinion was negative. Three assistants appraising the work with four students and using their own readiness materials also felt this was not an appropriate guidance function. One guidance assistant utilizing readiness materials for one student (who did not find the experience a learning one) felt the activity was appropriate. Three of the assistants working with four children also felt the activity was appropriate to the guidance function.

Conclusions:

a. In the opinion of the teachers involved, half of the children demonstrated improvement in the classroom.

b. The guidance assistants do not see learning assistance (as it was performed) to be appropriate to the guidance function.

c. The guidance assistants found the experience to be of value in regard to their own learnings.

Recommendations:

a. The problem of learning readiness and difficulties should be further studied through a process of visitation to other school districts where programs have been instituted for the purpose of meeting the needs of children in this problem area. For example, the Motor Facilitation program in the Wheeling Schools, the Schaumberg Learning Disabilities Center, and the Elk Grove Learning Center Program can be of help.

b. Curriculum personnel should be included in further exploration of and planning for this kind of activity.

c. The involvement of guidance assistants should not be considered unless there is a more structured program with a controlled sample and more precise methodology, and diagnostic work-ups made by the project staff. pre and post testing must be a part of the total activity.

4. Guidance assistants' involvement in the small group process.

Dr. Don Dinkmeyer provided the background for the guidance assistant's involvement in the group process. His course entitled "Group Processes in Guidance" was the background and the theoretical orientation for the involvement of guidance assistants with children in a group situation. The feeling of the project staff was that this activity was most legitimate, with the realization that our trainees were certified teachers, they had completed a basic course in guidance, they had been involved in the schools for a long period of time, they were mature, competent personnel, and thereby "ready" to become involved with small groups of children. The counselors were very much engaged in supervising the experiences outlined for the guidance assistants. The counselors were helpful in selecting children with whom guidance assistants met with small groups, and then discussing with the trainees the dynamics that had occurred during the session. Dr. Dinkmeyer met with the guidance assistants on occasion throughout the time he worked in this course and also had an opportunity to listen to several tapes. The experiences offered to children in the small group process were seen by the staff as being most useful in that a suitable adult model was provided who was non-evaluative, willing to listen, non-judgmental, and interested in children. The process was one of allowing children to discuss things which were of interest and importance to them. The help that Dr. Dinkmeyer offered through instruction was most useful to the guidance assistants in their small group situations.

It is felt that this activity is useful for the kind of personnel being trained in the Deerfield project. The policy statement found in the April, 1966, Personnel and Guidance Journal identifies this as one way in which support personnel can become involved in the direct helping relationship. This suggested activity is most appropriate providing the guidance assistant is ready for such an experience, as determined by the supervising counselor.

5. Guidance assistants' involvement in classroom group guidance.

Another area of involvement with guidance assistants had to do with the demonstration and introduction of guidance materials into the classroom. The Ojemann series, originally developed for use by the classroom teacher, was one set of materials used by the guidance assistants. The counselors offered instruction in the use of this material in classrooms. The procedure was basically one of demonstrating how this material could be used in a classroom situation, discussing in detail the procedures used in opening class discussion, and generally making guidance assistants aware of the kinds of questions and responses that students would have to this material. Another useful piece of structured material was the film strips made by Encyclopedia Britannica and designed basically for the second and third grades. The guidance assistants attacked this activity dependably. The procedure was one of asking a small group of guidance assistants to view the film strips. They then discussed the kinds of questions that ought to be asked and the kinds of discussions that might result from this stimulus. They then practiced or "role played" among themselves by taking turns in using the various film strips. The next step was that of using this material with a small group of children and attempting to get a realization of the feed back that would be available. Finally, this material was introduced into the classroom and the guidance assistant worked through the film strips with entire classes of children.

The basic recommendation available from this kind of work is that it provides a useful and constructive way for teachers to get an exposure to

guidance materials. The main idea in using this material with classroom teachers is to give them the courage to try other materials on their own. We have found that this has been very successful and that teachers are eager to have an opportunity to have free and open discussion in their classrooms.

6. Guidance assistants' involvement in cooperatively working with counselors.

Another way of utilizing guidance assistants is as a recorder for the counselor or social worker in group situations. This technique has been used with good success and offers the counselor an appropriate summary of the discussion to be referred to for later discussions with children. The guidance assistant is not involved in the discussion and simply records the pertinent material that comes out in a group situation. Additional help can be made available when the counselor and the guidance assistants discuss the interaction that occurred within the group. The guidance assistant at that point is operating as an extra pair of eyes in the group process. Some work and training has been given in Dr. Dinkmeyer's course related to the implications of verbal and non-verbal behavior. The guidance assistant attempts to focus this training in an effort to help the counselor work more effectively with small groups of children.

7. Guidance assistants' involvement in demonstration activities.

At the time of this writing, the activities have been introduced and training has been finalized for the involvement of guidance assistants in the activities suggested earlier. The focus at this point is on practice and improvement. The result will be that of preparing for demonstration activities so that when visitors come to the school district there can be planned activities demonstrating the concept of using support personnel in the elementary school.

8. Guidance assistants' involvement in screening at the kindergarten and first grade level.

Midway in April the school psychologist, school social worker, and school counselors will be involved in a screening program for kindergarten

children in an effort to assess strengths and weaknesses as they relate to readiness for the first grade in the fall of the new school year. The psychologist has outlined a program whereby the guidance assistants will become a part of a team that will be engaged in the screening process. This means doing some proctoring, observations, administering group diagnostic tests, and generally assisting the professional staff in making assessments related to recommendations for retention at the kindergarten level. This activity will be terminated in the middle of May. The remaining activities for the school year again will focus on practice and demonstration. Training activities as well as involvement will terminate for guidance assistants as of the first of June.

G. SPECIAL PROGRAM WITH INVITED GUESTS:

A program of visitations by prominent counselor educators was organized to stimulate outside interest in the project as well as to seek consultive assistance. The guests were scheduled monthly and their day was spent as follows: 1) meet in the morning with guidance assistants and offer reactions to the proposal and express their opinions regarding the role of the guidance assistant, 2) meet in the afternoon with the project staff to clarify or offer comments on various areas of concern to the staff, and 3) give a formal presentation at an open meeting regarding reaction to the A.P.G.A. Policy Statement entitled "Support Personnel for the Counselor: Their Technical and Non-technical Roles and Preparation."

The names, institutions, dates and topics of the invited guests are duplicated below.

November 1 - Wednesday: Dr. Kenneth Hoyt, University of Iowa
TOPIC: Background of the American Personnel and Guidance Association Policy Statement on Support Personnel.

November 20 - Monday: Dr. George Hill, Ohio University
TOPIC: Philosophical and Historical Issues Regading the Use of Support Personnel.

December 13 - Wednesday: Dr. James Costar, Michigan State University
TOPIC: Differentiations Between the Counselor and Support Personnel As It Relates to Necessary Training.

January 10 - Wednesday: Dr. Frank Miller, Northwestern University
TOPIC: Implications for the Selection and Involvement of Support Personnel in the Indirect Helping Relationships.

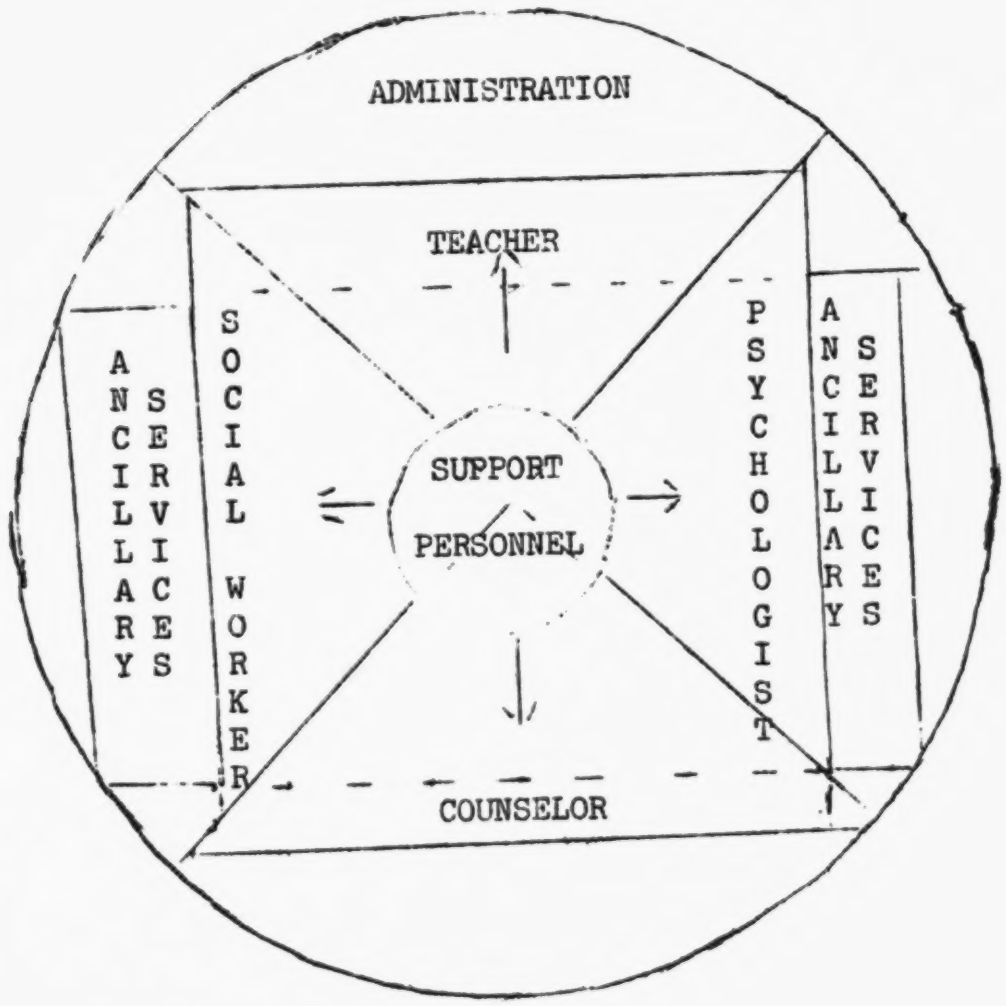
February 14 - Wednesday: Dr. Richard Nelson, Purdue University
TOPIC: Utilization of Support Personnel in Direct Helping Relationships to Extend Elementary School Guidance Services.

A mailing list was prepared to invite school counselors, supervisors and coordinators, psychologists and social workers to attend these sessions. Information was sent to approximately 143 persons, and was followed up with a specific notice prior to the arrival of each visitor. Attendance was mediocre and disappointing. This process was only able to attract an average of 25 persons per meeting from outside the district. It is felt that the following reasons might have contributed to the poor response: 1) general apathy; 2) a disinterest in the topic; or 3) the starting time of 3:30 was inappropriate because of prior committments of personnel outside our district.

Although the response outside the district was weak, those persons in the project profited immensely from contact with such an outstanding group. These visitors were able to focus on the difficulties involved in the project, and to give acceptable and useable suggestions. They offered professional support and reinforcement for the idea, concept, and structure, and gave positive approval and support for the work being done. The feeling of project personnel was that each of the visitors has been a positive emissary in "spreading the word" about the Deerfield project.

H. THE GUIDANCE ASSISTANT AS A MEMBER OF THE PUPIL PERSONNEL TEAM:

The drawing below has been developed to portray graphically the realization that the guidance assistant (support personnel) can be utilized to assist all members of the school staff.



This section has been included to offer the viewpoints of members of the pupil personnel team and the way in which they view their specific functions when the guidance assistant is included in this team approach to services at the elementary school level.

The most important single services performed by guidance assistants to the total team effort is participation in the referral process of individual children needing diagnosis or special programs. This procedure is outlined below.

1. <u>General involvement of guidance assistants in the referral process.</u>

The guidance assistant works as part of a school team involving

teachers, administrators, special teachers, counselors, psychologist, and social worker. As school staff members they are assigned on a regular basis to a particular school. Guidance assistants are not tied to an appointment schedule and are able to contribute necessary communication and articulation in a team effort.

Each school in a given district represents a different setting with different cultural patterns, standards, and values growing out of variations in clientele, administration, and staff. As regularly assigned staff members, they are able to learn, understand, and help to identify individual differences and contribute additional perspectives to the team.

Their role and function has been directed toward assistance in the referral process to give prompt attention to the referral and to prepare the initial phases of the case study. In discussing the referral process it is assumed that all referrals are made directly to the professional staff member, (i.e. counselor, social worker, or psychologist), who is fully responsible for directing the case activity, and that the case study method is a valuable and efficacious procedure in the counseling process.

The referral of a student is the initial step in diagnosis and planning on the part of the teacher and/or principal. This step includes the filling out of a form which gives in concise manner some identifying information, referral source, and areas of concern. When the referral source is the student or the parent, the general procedure is to notify and involve the teacher and administrator.

Following these initial steps, additional information from staff members and the cumulative folder are obtained as a method of determining whether the referral is appropriate, what school resources have been or may be used, and an assessment of what kinds of needs the student may have. Interviews with staff members provide amplification of the reason for referral and anecdotal descriptions. The cumulative folders provide identifying information about the

student and family, general health and physical history, previous curricular experiences, aptitudes and achievement, previous school adjustment and possibly some notations as to out-of-school activities. This information can be invaluable in determining chronic and acute problems along with defining and delineating patterns of adjustment. This information tends to be factual data which can be obtained in a relatively structured and technical way.

Through the use of structured classroom observation, guidance assistants help in the identification of aptitudes, aspirations, social, emotional and physical development of the individual child. The guidance assistants have also received training in the administration and interpretation of sociometric techniques which are helpful in the assessment of the influence of classroom relationships on personality and adjustment. Further training consisting of interviewing techniques, role playing and actual experiences in structured interviews with staff members has enabled them to provide additional information. In addition to this, they have been trained to do structured interviews with students to obtain information which may give clues to the child's perception of his school situation and readiness for counseling service. These routine procedures provide the professional staff member with essential preliminary data which expedites the referral and aids in decisions regarding case priority and scheduling.

The guidance assistants also participate in staff conferences to contribute information and impressions. They also act as recorders and keep careful notes regarding recommendations and planning along with the specific responsibilities of each staff member. Because of their activity in the school, the guidance assistants are able to provide continuous communication with and interpretation to teachers, thus providing the important follow-up work which can be most helpful in determining the effectiveness and success of the case plan.

2. School Psychologist.

The primary service provided by the school psychologist is in the

area of individual diagnosis. Guidance assistants help the psychologist by their involvement in the referral process. Their contributions include summarization of background data, observation in a variety of settings, individual interviews, reports on sociometric data, participation in the staff conferences.

One area often neglected in psychological services is the process of determining or assessing the results of staff conferences and the recommendations made after diagnosis. The use of guidance assistants can be valuable in doing follow-up observations to determine if the recommendations have been appropriate. Progress reports can be made periodically to effectively determine the results of the implementation of specific plans.

Another area of potential responsibility of the psychologist is in research and in-service education of teachers and staff. The guidance assistant can become involved in this process. Several areas of participation under the direction of the school psychologist might be: analysis of student work samples, art work, and creative writing; analysis of results of sociograms; assistance in screening at the kindergarten and first grade level; analysis of causes leading to alienation from school; patterns of social development, etc. The idea of "helping hands" is a vital concept to apply to the inclusion of guidance assistants in a pupil personnel team. With their assistance the psychologist can think beyond the traditional limitations of diagnosis, and consider the implications of child behavior as it occurs in other than a typical deviation.

3. <u>School Social Worker</u>.

The activities of the social worker can also be enhanced by the services of the guidance assistant in the referral process. On the basis of the data gathered by the guidance assistant the social worker can more effectively determine a treatment plan.

With appropriate training and sufficient structure, the guidance assistant can conduct individual interviews with students eligible for social

work services. The technical process would be somewhat similar to an intake interview in a social agency or the filling out of an application by a client requesting service.

A major area of service provided by a social worker is that of liaison between the school and the community referral agencies. The guidance assistant can offer help by doing some of the follow-up work on referrals outside of schools, i.e. determining the length of the waiting period for a child referred, maintaining contact with agency personnel working with school children, preparing necessary summary reports requested by agencies, writing up case conferences and results of treatment.

4. School Counselor.

The usefulness of the guidance assistants in a guidance program is limited only by the creativity and imagination of the supervising counselor. Although the guidance assistants are under the direct supervision of the counselor, the activities which they perform in the role of a resource person provide services not only to the counselor but to teachers, students, and parents. The guidance assistants serve as a communication link between the guidance department and members of the school staff. By functioning as a resource person the guidance assistant brings the ideas, materials, and techniques of guidance to the attention of teachers for the benefit of all children. Through her close association with the teaching staff, the guidance assistant can effectively assist in the development of the concept that guidance and counseling serve all students.

Specific activities performed by the guidance assistant as a resource person arise from the expressed needs and wishes of teachers, the counselor and students. There are numerous instances when the counselor is engaged in activities which only she can perform and she simply does not have time to collect or investigate information or materials which could help her improve the total guidance program. Many topics continue to be presented in

small group discussions, individual counseling contacts, or classroom discussions which could become more meaningful to the children if the counselor had pertinent materials. These topics would vary from school to school, but might cover such areas as smoking, use of alcohol, occupational information, study habits, etc. By collecting, evaluating and integrating these materials into a useable "unit", the guidance assistant can make them available not only to counselors, but also to the teachers for use in classroom discussions.

Another appropriate function which may be effectively performed by guidance assistants is the collection, cataloguing or classifying by topic and grade level, materials to be integrated into a "guidance curriculum." Some examples would be classic children's stories, film strips, prepared guidance materials, magazine articles, and reading or social studies texts, etc. Topics under which these materials might be catalogued, include: Expression of Values, Self Acceptance, Self Reliance, Getting Along with Others.

Guidance assistants can also act as resource persons by becoming involved in evaluating techniques such as developing questionnaires, or attitude surveys. Assistance in this vital area could help the counselor better to understand serve the school community. Typical questions answered by such surveys might be: what classroom guidance techniques would teachers like to have available; which children are new to the community; do teachers feel the need for more school programs involving children in extra-curricular activities, etc.

To strengthen communication between the guidance department and the school community a guidance assistant could summarize articles from professional journals to be distributed as "of interest" memos to teachers. Guidance assistants could become active in the preparation of a regular newsletter, synthesizing analytical data concerning tests and test results, or by collecting special materials for individual students and teachers.

The above activities cover only a sampling of the ways in which,

performing as a resource person, guidance assistants serve to expand and improve guidance services. While the activities mentioned above are not all-inclusive, they serve as representative samples of the manner in which they can assist in the expansion and improvement of guidance services.

5. Classroom Teachers.

The implementation of guidance assistants to improve and extend services pre-supposes that the assistants will become actively involved with the school staff. Many facets of the assistants' activities extend into the classroom to provide teachers with additional information or materials useful to them.

Data gathering comprises a good percentage of the assistants' time, and can provide the classroom teacher with information on a particular child or on the class as a whole. For example, sociometric studies are administered, scored and interpreted by assistants for teachers' use in the class. A detailed analysis of class make-up may be an assignment involving identification of gifted students, recording progress with class rank, plotting achievement test scores and administering and scoring special tests as in a readiness program.

Testing is another area where service is rendered to teachers. In addition to the administering and scoring of make-up tests (which has previously been a responsibility of the classroom teacher) the assistants have given tests which do not require special training in order that school records may be complete. Assistance with record keeping or up-dating cumulative folder information may also be provided. In order to identify changes in behavior, guidance assistants are frequently asked to observe children in the classroom to see if progress has been made. Often their observations are added to those of the teacher and included in the child's permanent record for future reference.

In a school district that has not previously had a guidance program,

the assistant could be helpful in laying the ground-work with the faculty for a "guidance perspective." Guidance assistants can accomplish this by introducing guidance materials such as the Ojemann Series, Random House book selections, film strips and class discussions based on topics dealing with the understanding of human behavior. Assistants can work with teachers in using classroom texts for developing materials which may be used as a basis for developmental group discussions.

Assistants can be used for evaluative studies in curriculum development, classroom management and test analysis. These kinds of studies have been noticeably lacking in many communities interested in improving educational preparation of elementary school children.

Another constructive use of guidance assistants' time could be their releasing the teacher during times when she could profitably discuss children with other members of the pupil personnel services.

I.THE SUPERVISORY ROLE OF THE COUNSELOR:

When guidance assistants are included in the pupil personnel team a new variable is added. The counselor is identified as the member of the team who would most logically accept the supervisory role for their direction and involvement of guidance assistants.

Supervision may, at first glance, appear to be just one more counselor responsibility that keeps the counselor away from the task for which he has been trained - that of counseling. However, supervision of a trained guidance assistant is a self-diminishing task. Certainly in the initial counselor-guidance assistant relationship much of the counselor's time is spent in observing and discussing the guidance assistant's capabilities. As the relationship progresses, the counselor and assistant gain a mutual understanding of the techniques, skills, and limits of responsibility. With the acknowledgement of the skills and limitations of the guidance assistant, supervision becomes a less time-consuming activity. For example, the counselor would carefully supervise the procedure used by the guidance

assistant in preparing a case study. When the approach and technique of the guidance assistant is understood, the counselor can devote more of his time to counseling, while the guidance assistant assumes the responsibility for data collection.

Supervision of guidance assistants involves observation, discussion, and direction. The time that the counselor devotes to these supervisory activities is much less than the amount of time usually devoted to data collection, classroom observation, preliminary teacher interviewing, make-up testing, classroom guidance, and limited district research. Thus, supervision does not connote a loss of counseling time for the counselor. Instead, well structured supervision offers the counselor the opportunity to devote more time to direct counseling relationships than would be possible without a guidance assistant.

J. THE EMERGING ROLE OF THE GUIDANCE ASSISTANT:

One of the basic objectives of this proposal was to define a role for the guidance assistant. The process has been one of evolvement. The pages preceding have pointed out certain aspects of this development. In the initial application several activities were presented as appropriate areas to investigate. The starting point was involvement in the testing program and the referral process. From that point on many factors have influenced the areas to be considered for the personnel in this program:

1. Some of the activities attempted resulted from requests from school personnel, i.e. learning assistance program.
2. Some activities were considered inappropriate after careful discussion in staff meetings and with consultive personnel, i.e. record keeping, articulation between grades, involvement in "environmental assessment."
3. A number of activities were "discovered" or invented by staff or guidance assistants in pursuing varied interests, i.e. critiquing new materials, preparing a guidance handbook for teachers.
4. Other activities resulted from the stimulation from consultants or in the

graduate courses taken, i.e. survey instruments, case studies, group work.

5. Certain activities were pursued far more thoroughly than had been originally intended, i.e. group process, data collection.

The major contributing factor to the kinds and varieties of activities attempted during this planning year was the demands placed on the staff by the enthusiasm, competence, and desire of the guidance assistants. Where at one time the role was seen as being routine, clerical, or technical, the more the assistants demonstrated their abilities the less appropriate the original thinking became. Consequently, many of the activities which were attempted during this year, without extensive enough preparation, will be delimited from the program for next year. As a result of these experiences, the limits are more easily seen, and better justification is available for training.

The American Personnel and Guidance Association has adopted a policy statement listing many activities which can be used as a guideline for considering the utilization of support personnel. This statement indicates functions related to "indirect helping relationships" and "direct helping relationships." The activities attempted in this project have followed those guidelines.

In our work with personnel outside the project we have noticed that the most acceptable and most easily justified activities would be considered as "indirect helping relationships." We have experienced frustration and anxiety in attempting to experiment and implement "direct helping relationships."

In an effort to develop and actively "sell" this concept it seems that the best way to continue is to focus most extensively on the indirect helping relationships. This is where there is the best chance for success in the implementation of this concept.

Reinforcement for the subjective opinions of the project staff are the results of a questionnaire distributed to forty-three Elementary Superintendents of School Districts near the project site. See APPENDIX D. Opinions were solicited regarding the appropriate activities for guidance assistants. Forty-

four activities were identified, and superintendents were asked to react according to the following criteria:

1. Guidance assistants should NOT perform this activity.
2. Guidance assistants can perform this activity under direct supervision of the counselor. (Direct supervision means that the assistant will function only in specific ways with explicit directions and frequent consultation with the counselor.)
3. Guidance assistants can perform this activity under general supervision of the counselor. (General supervision means that the assistant will have primary and independent responsibility for this activity with only cursory supervision from the counselor.)

Sixty-three percent responded and the results were tallied. Five others chose to return the questionnaire with reasons for leaving it blank. A summation of the responses offers a realistic guideline for future focus. The results indicate the limits for training and activities appropriate to the role of a guidance assistant in the opinions of these superintendents. The results of the questionnaire are listed below in rank order of preference for the various areas.

SUMMARY

AREA 1: Involvement in the testing program.

1. Superintendents felt that this was an appropriate area for involvement and indicated that guidance assistants could function under general supervision in the following areas:
   a. Administration.
   b. Proctoring.
   c. Distributing and collecting materials.
   d. Processing machine scored answer sheets.
   e. Giving make-up tests.
   f. Preparing profile sheets on results.

2. There is general agreement that guidance assistants should NOT be involved in interpretation of results to teachers, students, or parents.

3. The results indicated that guidance assistants ought to be directly supervised in work related to local norms, i.e. stanines.

AREA 2: Involvement in data collection.

1. This area was also considered to be appropriate for utilizing guidance assistants, but with a greater emphasis on direct supervision in the following areas:

   a. Interviewing the teacher.

   b. Structured interview with the child.

   c. Observation of the child in various settings.

   d. Preparing summary reports for cumulative folder.

2. Most superintendents felt that the summary of cumulative and health folders could be done by guidance assistants under general supervision.

AREA 3: Involvement as a Resource Person.

1. Administering and scoring sociograms is seen as an appropriate activity under general supervision.

2. Interpretation, either of sociometric instruments or of guidance services, is NOT to be performed by guidance assistants.

3. Involvement in the following activities is appropriately done under direct supervision:

   a. Investigating new guidance materials.

   b. Locating supplementary materials for children with special needs.

   c. Investigating or reviewing professional literature or research.

4. There is some doubt as to whether or not guidance assistants should be used in:

   a. Offering information about school practices to new families entering the community.

   b. Preparing survey instruments to assess areas of guidance services.

c. Supervising classes to release teachers for contact with the counselor.

AREA 4: Involvement in direct work with children.

1. There is clear-cut agreement that guidance assistants should be directly supervised when working with children in the following ways:

   a. Giving factual information when requested.

   b. Offering support and reinforcement as directed.

   c. Doing a follow-up on previous counselor clients.

   d. Using guidance materials in the classroom.

   e. Leading planned small group discussions.

2. It is unaminously agreed that the guidance assistant can appropriately assist the counselor by:

   a. Recording in small group counseling sessions for the counselor.

   b. Observing non-verbal behavior or interaction in the group counseling setting.

In reviewing the work accomplished to date and assessing the feelings of the project staff, the visitors, and the consultants to the project, as well as the responses of the superintendents, several implications or hypotheses need to be considered:

1. The level of those chosen for training will most directly influence the scope of activities to be attempted in a training program. The better the background, the greater the "desire" for more sophisticated activities, i.e. direct helping relationships.

2. The kinds of activities deemed appropriate for guidance assistants is dependent upon the grade levels considered. In the lower grades there would be a greater need for "direct helping relationships", but in the upper grades or in departmentalized situations the greater the need would be for "indirect helping relationships", when thinking of assistance for the counselor.

3. The more "sophisticated" the school population, the greater the need for direct helping relationships. With a well-educated parent population, guidance services would be better accepted and the need for extending service would become quite important.

Therefore, in thinking of the work to be done in the next two years there is a dual purpose:

1. Focus on the "indirect helping relationships" when considering the need to sell the concept as universally as possible.
2. Continue to experiment and clarify activities labeled "direct helping relationships", to gather data for the time when the concept is more generally accepted.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

A. Results exceeding expectations:

The area most directly related to the success of this project was the selection of personnel, project staff, guidance assistants and consultants. The interest, commitment, enthusiasm, and creativity of each person identified with this project has resulted in an atmosphere of mutual cooperation and confidence. These personnel have fully accepted the experimental and innovative spirit of the project and have provided the environment for change which has gradually permeated the entire district.

The introduction of a unique program of training and service always presents additional problems and areas of concern for the school administrators and the teaching faculty. The cooperation and assistance offered by this group has been outstanding. Since the initial funding date these people have given their active support to the project. In addition, their constructive criticisms and careful examination of the project goals and objectives have made a positive contribution to both the receptiveness and effectiveness of the project in the individual project schools.

A special area of the project which has been particularly successful was the establishment of a special teacher committee to act as a liaison and feedback agency for the total project. This committee has been instrumental in breaking down some of the existing communication barriers and in bringing helpful suggestions to the attention of the project staff. Dr. Frank Miller of Northwestern University has been most helpful in assisting in this phase of planning. Summaries of the Teacher Committee Reports are included in APPENDIX E.

The on-the-job training aspects of the project have far surpassed any previous expectations in this area. Because of the willingness of the

guidance assistants to accept supervision and to respond to this supervision with a high degree of enthusiasm, the training activities have been timely and highly beneficial in relating theoretical positions to effective and realistic practice in schools. The project staff has managed to develop creative talent within the guidance assistant group. Through both direct and indirect supervision the guidance assistants have become extremely competent in a wide variety of tasks which are vital to a school guidance program.

The project has been very successful in acquiring an affiliation with a university and in securing graduate credit for the training offered by a university professor. In a cooperative agreement established with De Paul University, Dr. Don Dinkmeyer, Associate Professor, is providing instruction in three major areas of elementary school guidance: 1) "Guidance in the Elementary School", 2) "Group Procedures", and 3) "Guidance Consulting." At the conclusion of this school year each guidance assistant will have received a total of twelve quarter hours of university credit for the course work completed. This aspect of the project has been very successful in stimulating the guidance assistants and in tying theory to practice.

B. Results not measuring up to expectations:

There have been several areas in which frustration has been encountered in the development of this project. The overall results have indicated that these problems have been coped with and do point out methods of preparing more effectively for the future.

The initial problem was that the impact of so much service and the addition of so much personnel overwhelmed the school population. The implementation of the psychological services, social work service, and additional counselors led the faculty to assume that there was unlimited service and that all problems would be solved. Although it was emphasized and

re-emphasized that "training" was the primary objective of the project, and that service, per se, would relate to ways in which guidance assistants could become involved, resistance was an obstacle.

The problem was compounded by the fact that all personnel, except the Director, were new to the District. Therefore, a period of adjustment and orientation was necessary. Considerable time and effort was needed to define appropriately and delineate the rolls of all services, and to integrate these services with the goals and objectives stated in the original proposal.

The realization that the project was innovative ane experimental caused additional problems in implementation. It was difficult to predict satisfactorily realistic espectations of the operational procedures for the guidance assistants. The process was one of utilizing a "shot-gun" procedure of trying many activities, examining the results, and then making appropriate value judgments to delimit and improve. Training procedures were sometimes accomplished after the fact. Some refocusing was necessary in an attempt to solve unanticipated problems, and to facilitate coordination. However, from these experiences valuable information was obtained which can lead to a more direct approach to training for the next year. This process also provided an appropriate job description for a guidance assistant. Those activities which worked best and were most acceptable were included in a role definition. Those activities difficult to defend were eliminated.

Another set of complications resulted from external problems. Attempting to include graduate credit for personnel in the district had some expected difficulties, i.e. graduate course expectations vs. expectations of project work - a division of loyalties, registration procedures, lack of library facilities, etc.

The area of certification caused some anxieties because there are no current provisions made for "guidance assistants." These areas related to the status needs of those involved in training and concerned about eventual placement and salary arrangements. The largest concern still facing guidance assistants, and project staff as well, relates to placement. It is too early to make a prediction about potential placement. An "open house" which will be held in April and an informative brochure now being printed are seen as a means of getting feedback regarding the future of guidance assistants. However, the project staff strongly feels that these assistants can be placed on the basis of their personal effectiveness and individual worth.

The problems and frustrations encountered are not viewed negatively. It is truly felt that this is a predictable situation and an occupational hazard of working in the area of change and innovation. Coping with problems forces those involved to look more closely at what is happening and to spend more time in determining appropriate action.

3. Report on the effect of the project on educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

The project has provided an opportunity for the school district to become aware of the outstanding services resulting from the implementation of the coordinated and integrated pupil personnel services team approach. As a result of involvement in this project, school personnel have realized the implications of guidance services at the elementary school level. The focus has been directed toward the student as an individual, with unique differences, and toward a perspective that demands attention. This has resulted from contact and consultation by the project staff with teachers and an effort to re-educate school personnel through concentration on such concepts as: readiness, motivation, self-concept, development, individual differences, continued assessment of emotional and affective reactions to school, and examination of punishment and reward systems.

As expressed by the results obtained in the "Teacher Committee Report".

the "stigma has been taken out of guidance and counseling." There has been established an "open-ness" regarding guidance services which destroys the negative implications of mystery and intrigue traditionally equated with counseling. The results indicate receptiveness and appreciation for the efforts of the pupil personnel team to assist the faculty and administration.

Although guidance and counseling had been initiated and implemented two years before, the acceptance of the program was minimal prior to the initiation of this project. The primary advantage can be directly related to utilizing the guidance assistants in working with classroom teachers. The process was accomplished by demonstrating to teachers that the project staff was willing and interested in helping, that the results of the involvement of the staff with the teacher produced useable results, and that resources were available to be directed into specific areas previously neglected because of the teacher's limited time.

4. Report on the effect of the project on the cooperating agencies by 1) listing all the community agencies that cooperated in the project; 2) results of cooperation; and 3) listing local educational agencies and counties which were served by the project and indicate any change since initial application.

This area has been difficult to develop fully and coordinate due to the typical problems of separation, distance, differences in interest or scope, and limitations on time and effort. Effort has been expended to stimulate the interest and to seek involvement from cooperating agencies and institutions, but little success has been forthcoming.

North Shore Mental Health Clinic

The educational director was a member of the selection committee and her assistance was most useful. The Clinic has had a series of monthly seminars to which we have sent representatives. The Clinic was helpful in explaining their role and their services, in providing a tour of the facility, and introducing personnel during a visit in the pre-school orientation period.

Family Services of South Lake County

The Director was very interested in the project. The only real involvement was during the first week of the project when guidance assistants toured the facility and were informed of the nature of the service.

North Suburban Special Education District

There is a close working relationship between School District #109 and N.S.S.E.D. The Director talked with our staff and guidance assistants. The Supervisor for Learning Disabilities has shown interest in the training of our guidance assistants and has on several occasions spoken with the group and offered her time.

Cooperative Educational Research Laboratory, Inc.

Dr. William Rogge, Vice-President of CERLI had indicated considerable interest in this project from the beginning. During this budget period, involvement was through the hiring of a part-time CERLI employee who worked one day a week with the project staff. This liaison role was established for two purposes: 1) assistance from CERLI on evaluation, and 2) using guidance assistants to prepare "models" for in-service training.

However, when Dr. Rogge left CERLI in January, the liaison was broken and no additional help or assistance has been forthcoming since that date.

Committee for Inter-District Cooperation

This organization attempts to coordinate the activities of the various feeder schools which support this project. Through this kind of organization, information can be offered to the cooperating schools. The "Guidance Articulation" committee has been utilized as a means of keeping others informed on the progress of the project.

Dr. Nathir Sara, Director, is well informed about the project and has pledged his support and has used some of his time in assisting the project director with the evaluation aspects. It is felt that all cooperating local agencies are interested in what is happening, but that they cannot be directly

committed or involved at this time.

The planned dissemination program, the impending Open House, and other opportunities for visibility ought to provide new areas for cooperation locally. As the concept of guidance assistants gets more popular and better known, more enthusiasm can be anticipated from local educational agencies.

5. Discuss how project information was disseminated. Include such information as 1) the number of unsolicited requests for information; 2) the number of visitors from outside the project area; and 3) the estimated costs of such dissemination.

Specific plans for the dissemination process were not adequately presented in the initial proposal. The original plan indicated the potential for observation and demonstration. This was neither feasible nor practical until the role, activities, and training program had become sufficiently stabilized through experimentation. Limited dissemination was carried out through the following media:

1. Speeches at local in-service workshops.
2. News coverage in the weekly papers.
3. Panel presentation at the Illinois Guidance and Personnel Convention.
4. Feature article in the "School Page" of the Chicago Daily News.
5. An article in the Chicago Tribune.
6. Information sharing in committee meetings in the local area.
7. A feature article in the February issue of the Illinois Department of Pupil Personnel Services Newsletter.

The number of unsolicited requests for information was small at first, but has substantially increased as the project has become better known. As was indicated in the description of the special program with counselor educators, the response to attempts at dissemination has been somewhat disappointing. Up to this time, this program was the only formal invitation issued to visitors outside the project site. The cost for this particular aspect of dissemination is broken down as follows:

1. Honorariums for time and the papers presented by the guests - 5 @ $200 each	$1,000.00
2. Travel expenses for five participants	205.00
3. Luncheon expenses for guests and staff on each occation	85.00
Total	$1,290.00

With the realization that the dissemination phase was weak, and that it was vital to get an understanding of the worth and impact of the program to a more diversified audience, a new plan to disseminate was initiated.

An assumption was made that the work being done in Deerfield had vast implications for other geographic regions in the state. Therefore, contact was made with the Division of Pupil Services, Office of the Superintendent of Public Instruction, State Department of Education. Dr. Robert Zeller, Division Director; Dr. Glen Waterloo, Director of the Department of Pupil Personnel Services, and Mr. Norman Rawson, Director of Publications, were invited to Deerfield to analyze the project, to examine the concept, and to consider the implications for the future. Their response was most favorable and positive.

Consequently, a dynamic and carefully planned dissemination project was funded by the Department of Pupil Personnel Services, Office of the Superintendent of Public Instruction, for $4,995. The strategy is one of creating awareness and interest throughout the state. The plan is as follows:

1. A reprint of the Deerfield Review article distributed to 4,000; 1,300 copies to the parents in District #109 and 2,700 copies to administrators, counselors, etc., in the schools surrounding Chicago.
2. A reprint of the "School Page" of the Chicago Daily News distributed to the same population.
3. A 12-page 8 x 5 brochure has been prepared, is being printed, and will be sent to school districts and personnel throughout the state (approximate distribution - 5,000).

4. An "open house" is planned for April 24. The program will include members of the State Department of Education, university consultants, and the project staff.

The presentation will consist of audio-visual aids about phases of the project, picture displays, and video-tapes depicting the project staff and the guidance assistants in a variety of on-the-job activities. Panel discussions and question and answer sessions will culminate this program. Provisions for evaluation, follow-up, and feedback are being designed. The agenda for the day, which is being duplicated in the brochure distributed throughout the state, is as follows:

AGENDA FOR OPEN HOUSE - APRIL 24

8:30	-	Registration and Coffee	
9:00	-	Welcome, Introductions:	Dr. W. J. Fenelon Superintendent, District No.109
		Remarks:	
		Dr. J. O'Neill, Associate Superintendent, O.S.P.I. Dr. R. Zeller, Assistant Superintendent - Pupil Services, O.S.P.I. Dr. G. Waterloo, Director, Department of Pupil Personnel Services, O.S.P.I. Mr. L. Wharton, Director, Title III, E.S.E.A., O.S.P.I.	
9:30	-	Orientation and Overview	D. A. Cavins, Project Director
9:50	-	Video-tape Presentation	
10:30	-	Coffee in Small Rooms	
		Discussion of Video-tape	
10:50	-	Video-tape Presentation	
11:30	-	Discussion of Video-tape	
11:50	-	Complimentary Luncheon	
1:00 to 2:40	-	Panel Presentations in Small Rooms	
		TOPIC - "On-the-job Training of Guidance Assistants"	
		CHAIRMAN: Dr. Robert Zeller, O.S.P.I.	

TOPIC - "The Supervisory Role of the Counselor"

CHAIRMAN: Dr. Glenn Waterloo, O.S.P.I.

TOPIC - "Implementing Guidance Assistant Service"

CHAIRMAN: Dr. Frank Miller, Northwestern University

TOPIC - "The Guidance Assistants Work with the Teacher"

CHAIRMAN: Dr. Don Dinkmeyer, De Paul University

2:45 - General Meeting for Questions and Answers

3:15 - Dismissal

The work going into this total planned dissemination program will provide visibility to the concept being implemented in Deerfield. The materials developed will be most useful in the forthcoming years as a means of offering orientation and information to visitors to the project site.

6. Describe the methods and procedures being developed to carry the project forward without Federal support after the designated approval period.

As indicated in the original proposal, School District #109 will retain the services of the psychologist, social worker, and three school counselors. This will assure the continuation of services for the schools. Other proposed plans for continuation without Federal support would be dependent on the acceptance of the concept of support personnel. If the need exists for graduates of this program, and if school districts desire to hire such personnel, the plan explained below could be considered for exploration:

A joint agreement could be worked out between school districts desiring guidance assistants and School District #109. The cooperating receiving school would select the personnel they wanted to hire for the position, and pay the expenses necessary to provide training experiences. The trainee would receive the training for a full or possibly half a school year and then return to the home school for employment. Conceivably, an appropriate way to determine a cost figure would be to pay District #109 the salary that the home school would

be willing to pay the guidance assistant upon completion of training. If sixteen assistants were trained each year, tuition agreements could support a budget comparable to Federal Support.

It is difficult to assess the financial committment that District #109 has made to the support of the Title III project. The kinds of expenses which are not covered by Federal support, but which are paid by District #109 are as follows:

1. Building "guidance facilities" in each of the project schools: five buildings with observation capacity (two way glass) inter-office communication, additional furnishings, dark-out drapery, etc.
   $20 / sq. ft. x 5 rooms = $4,740 each
   TOTAL EXPENSE $23,700

2. Insurance: District #109 offers a group insurance employee policy for all faculty and staff. The cost per person is $9.00 per month. (17 persons @ $9.00 for 12 months)
   ANNUAL TOTAL 1,836

3. Use of Office Space: Two classrooms used for project office and instructional base for trainees - (rental, maintenance, utilities) estimate $250 /month for 2 rooms and 12 months.
   TOTAL EXPENSE 6,000

4. Time of other school personnel not paid by Project:

Superintendent:(est. 10%)	=	$2,000
Business Affairs: (est.15%)	=	2,000
Curriculum Director: (est.10%)	=	1,500
Additional Secretarial Assistance: (est.10%	=	500
		$6,000 6,000

5. Director's salary 11,500

GRAND TOTAL $49,036

As was indicated in the original proposal, a project emphasizing the development of a new role in education, could not be possible without external funding. The work being done in Deerfield can be thought of as having national implications, with transfer value to other areas based on the results of this project. The experimental role that District #109 has accepted for the benefit of other public institutions has hidden costs that can not be put into dollar and cent figures. District #109 has demonstrated a positive committment in keeping with the ideal of "advancing creativity in education."

7. List costs for budget period this narrative report covers:

$152,785	-	Total Cost
44,560	-	Total Non-Federal Support
108,225	-	Total Federal Support under Title III, P.L.89-10
- 0 -	-	Total Federal Support other than Title III, P.L.89-10.